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RATIONALE FOR ELEMENTARY SCHOOL GUIDANCE. FINAL REPORT.

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DESCRIPTORS- *ELEMENTARY SCHOOL GUIDANCE, *MODELS, *GUIDANCE FUNCTIONS, *GUIDANCE OBJECTIVES,

AN IDENTIFICATION OF THE CONCEPTUAL ELEMENTS LEADING TO A RATIONALE FOR THE GUIDANCE FUNCTION IN THE ELEMENTARY SCHOOL WAS INVESTIGATED, UTILIZING THE RESULTS OF RESEARCH AND GUIDANCE EXPERIENCE, AND PHILOSOPHICAL, PSYCHOLOGICAL, AND EDUCATIONAL CONCEPTS. THE SPECIFIC OBJECTIVES INCLUDED THE PREPARATION OF A TENTATIVE POSITION STATEMENT OR WORKING PAPER, BASED UPON RESEARCH FINDINGS, AND THE REVIEW OF THIS DRAFT BY A WORKING COMMITTEE AND FIELD READERS REPRESENTING ELEMENTARY COUNSELORS, COUNSELING SUPERVISORS, AND COUNSELOR EDUCATORS AS WELL AS PSYCHOLOGISTS, EDUCATORS, AND OTHER BEHAVIORAL SCIENTISTS. SUBSEQUENT OBJECTIVES WERE THE REVISION AND REVIEW OF A SECOND DRAFT OF THE WORKING PAPER AND SUBMISSION OF IT TO A WORKING COMMITTEE. THE METHODS INCLUDED BOTH A LITERATURE SEARCH AND EMPIRICAL FINDINGS FROM WORKING COMMITTEES, FIELD READERS, AND THE SELECTED INTERVIEWS. THE REACTION OF THEORETICIANS, PHILOSOPHERS, BEHAVIORAL SCIENTISTS, AND PRACTITIONERS IN THE FIELD OF GUIDANCE AND ELEMENTARY EDUCATION WERE OBTAINED. THE RESULTS ARE IN THE FORM OF THREE DRAFTS OF A WORKING PAPER--(1) CONCEPTUAL ELEMENTS OF ELEMENTARY SCHOOL GUIDANCE, (2) WORKING PAPER ON THE GUIDANCE ASPECT OF EDUCATION, AND GUIDANCE STRATEGIES AND METHODS IN THE ELEMENTARY SCHOOL, AND (3) GUIDANCE IN THE ELEMENTARY SCHOOL, SUGGESTED CONCEPTUALIZATION AND STRATEGIES. (AUTHOR/CG)

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Rationale for Elementary School Guidance

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The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Summary

The problem investigated was an identification of the conceptual elements leading to a rationale for the guidance function in the elementary school, utilizing the results of research and guidance experience, and philosophical, psychological and educational concepts. The specific objectives included the preparation of a tentative position statement or working paper, based upon research findings and seeking the review of this draft by a working committee and field readers, representing elementary counselors, counseling supervisors, and counselor educators, as well as psychologists, educators and other behavioral scientists. Subsequent objectives were the revision and review of a second draft of the working paper, again submitting it to a working committee of another representative group of elementary counselors, counseling supervisors, and counselor educators.

The methods included both a literature search, and empirical findings from working committees, field readers and the results of selected interviews. The reaction of both theoreticians, philosophers and behavioral scientists as well as practitioners in the field of guidance and elementary education were obtained. Over 1000 copies of the initial paper were distributed. Some 50 field interviews and conferences on the initial draft were held. Correspondence with some 20 authorities regarding the initial draft was recorded. Working committees of 15-18 educators examined and discussed both the first and second drafts of the working paper.

The results were in the form of three drafts of a working paper; (a) Conceptual Elements of Elementary School Guidance (initial draft, 28 pages), (b) Working Paper on the Guidance Aspect of Education and Guidance Strategies

and Methods in the Elementary School (second draft, 82 pages), (c) Guidance in the Elementary School; Suggested Conceptualization and Strategies (third draft, 42 pages).

The highlights of the research effort suggest that although a unique conceptual identity for the elementary school guidance function cannot be completely justified, it is possible to identify some of the theoretical origins and conceptual characteristics of the guidance function at this educational level. A description of the nature of the guidance function is a prerequisite to the study of the operational processes and strategies necessary to implement the function, whether it involves teachers, counselors or other types of educators.

Introduction

The proposed research was designed to draw upon the results of research, guidance experience and philosophical, psychological, and educational concepts to identify and define the elements of a rationale for guidance in the elementary school. The project was conducted in six phases which included (a) the development of an initial draft of the position paper, (b) a series of field interviews with selected authorities in elementary guidance and allied areas (and disciplines), (c) two work conferences to review the position paper (one at APGA National Convention and another subsequent 3-4-day intensive session) and (d) a final revision of the position paper, utilizing conference recommendations, field interviews and literature sources.

The focus of the study centered upon the development of conceptual elements from diverse sources, yet all dealing with the same pupil concerns. The essential element was the participation of several interested and knowledgeable national level groups at significant points in identifying basic concepts leading to the development of the position paper. These groups included counselor educators, counselors (and teachers) and counselor supervisors.

The rationale for this approach was based upon the assumption that any position paper setting forth the explicit aspects of an educational function i.e., guidance, must reflect the viewpoints and experiences of not only the consumers of such functions but of various sources of data having specific knowledge of pupil and teacher needs in the elementary school. Another feature of the present proposal rested on the close involvement of various groups in the evolution of any definitive statement, ranging from counselor supervisors to counselors (and teachers), all of whom have a concern for

implementing the goals implied by a position statement. A third feature of this approach was the opportunity for breadth of contact among groups and individuals as well as depth and intensity of interaction through work conferences, necessitated by the careful deliberation such a position paper demands.

Methods

Phase I: Preparation of initial draft of position paper, drawing upon source material (research and theoretical) from psychology, education, sociology, and anthropology.

Phase II: Field interviews with 40-50 selected authorities to obtain personal reactions to position paper. These authorities represented pupil personnel supervisors and coordinators, school administrators (principals and superintendents), counselor educators, pupil personnel specialists (counselors, school psychologists and school social workers) and theoretically oriented interdisciplinary educational writers (anthropology, sociology, learning theory, developmental psychology). Prior to individual interviews, each authority was sent in advance a position paper draft and a series of conceptually oriented questions. Specific criteria for the selection of the interviewees was used. (Phase II overlapped with Phase III and IV in time sequence).

Phase III: Review of revised preliminary position paper by invited conferees at March convention of American Personnel and Guidance Association. A small work conference of 12-15 invited participants included representatives of counselor educators, elementary counselors (and teachers) and counselor supervisors. Participants were sent position papers prior to convention.

Phase IV: Thorough revision of position paper which included changes growing out or continuing field interviews and APGA work conference. Further reference to basic literature sources was also made as necessary.

Phase V: Review of revised position paper by national level invitational work conference of fifteen people. Criteria were used to select equal representation from among elementary counselors, counselor educators, and counselor supervisors. The work conferences were given adequate time to examine the paper prior to the conference.

Phase VI: Final revision of position paper utilizing all field interviews, conference reports and literature search data. The final edition attempted to reflect the pertinent contribution of research efforts, guidance experience, and philosophical, psychological, and educational concepts from all sources.

Findings and Analysis

Results and Findings

The major results of this study fall in two categories (a) working paper, initial, second, and third drafts, and (b) secondary findings relevant to the problem of conceptualizing the guidance function in the elementary school. The three position papers, representing an evolutionary development of the conceptual elements of elementary school guidance are: (a) Conceptual Elements of Elementary School Guidance (b) Working Paper on the Guidance Aspect of Education and Guidance Strategies and Methods in the Elementary School, and (c) Guidance in the Elementary School: Suggested Conceptualizations and Strategies.

Findings pertinent to the problem of conceptualizing guidance in the elementary school are inherent in the following tentative propositions derived from the research study:

Rationale and Justification

A. Guidance has no distinct single theory, only procedures (or strategies) which use independent or relatively explicit derived theories from various disciplines.

B. Justification for guidance as an educational activity rests more on situational or case settings than on a theory or theories drawn from specific philosophical, psychological, or sociological sources.

C. Origin or need for guidance as a unique or distinct aspect of education appears to rest on empirical or operational strategies that have been designed to meet certain types of situational circumstances in the educational process. Over a period of time some of these processes and operations have been found reasonably effective.

D. The complexities of man (needs, characteristics, values, identity) combined with lack of societal agreement as to goals or ends of the educational process (including guidance) and the function of schools, preclude any clear-cut philosophical basis for the guidance aspect of education.

E. Guidance aspect of education or guidance as a form of social action can be justified or legitimized or explained (understood), but not philosophically or conceptually confirmed by attainment of explicitly defined aims.

F. A technological or ideological model for a discrete guidance function including the identification of specific objectives (ends), built upon a theory based, programmed approach of activities to attain unique goals does not appear feasible.

G. Theory as applied to the guidance aspect of education is useful (only) inasmuch as learning theory, information theory, social theory, or personality theory are proven bases for mediating prescribed behavior outcomes.

H. A sociological basis for the guidance aspect of education rests upon man's condition of losing identity and limited personal autonomy. This circumstance derives from an increasing technological society which tends to destroy the substantial rationality potential of man.

I. Guidance "theory" i.e. conceptual foundations for patterns or strategies of action to enhance the cultural or interpersonal relationships of individuals, can best be derived empirically. This process involves demonstrating that certain practices or situations can produce behavior change (growth) in terms of set objectives drawn from hypothetical cases. Taxonomy must be based on behavior; i.e. situations determine tasks, which lead to strategies or operations to attain behavioral outcomes.

J. A science or technology of guidance is probably more defensible than a single theory of guidance. Such an assumption is based on principles applicable to demonstrated methods or kinds of intervention actions which under comparable conditions, produce reasonably consistent outcomes.

Conclusions and Recommendations

The conceptual characteristics of certain aspects of the elementary school guidance function can be identified and described, although not as discrete or unique educational objectives or functions. General agreement appears to exist among educators and to some extent among behavioral scientists as to the nature and purpose of the guidance function in elementary education.

It is strongly recommended that the third draft of the working paper be subjected to further review by a representative sample of elementary counselors, elementary teachers and elementary administrators and supervisors. This recommendation arises from the need for greater practitioner reaction to the third draft which to this point has drawn to a larger degree upon authorities, theoreticians and behavioral scientists rather than upon practicing educators at the elementary school level. To obtain response from field users (including parent or lay groups) further field testing of the third draft as to content, style, language level, and clarity of meaning is necessary.

GUIDANCE IN THE ELEMENTARY SCHOOL

SUGGESTED CONCEPTUALIZATIONS AND STRATEGIES

THIRD DRAFT

February 1968

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TABLE OF CONTENTS

		Page
I.	Conceptual Elements of Guidance in the Educative Process	1
	A. Objectives of Educational Development	1
	1. General Aims	1
	2. Specific Aims of Elementary Education	4
	B. The Guidance Function in Elementary Education	6
	1. Rationale in Terms of Pupil Development Needs	6
	2. General Purposes	7
	a. ultimate	7
	b. intermediate	7
	c. immediate	8
	3. General Nature of the Guidance Function	8
	a. relationship to the total school program	8
	b. in terms of pupil experiences	9
	c. in terms of school learnings	10
	d. academic (intellectual) and guidance experiences in the educative process	11
II.	Implementation of the Guidance Function in Elementary Education: Processes and Strategies	11
	A. Bases for a Unique Approach to Guidance in the Elementary School	11
	B. Specific Aims of the Guidance Function in Elementary Education	14
	1. Release and Development of Human Potential	14
	2. Attainment of a Healthy Personality	16
	C. Developmental Learning Experiences and the Guidance Function	17
	D. Guidance Strategies	19
	1. Operational Settings	19
	2. Sources of Personnel	22
	3. Program Designs and Principles	24
	E. Individuals Having Guidance Process Responsibilities	26
	1. Counselors	26
	2. Teachers	33
	3. Parents	36

I. Conceptual Elements of Guidance in the Educative Process

A. Objectives of Educational Development

1. General Aims

Education as an institution of society is designed to transmit the elements and values of that society by imparting the knowledge, skills, and attitudes considered essential to the preservation and enrichment of the cultural heritage which is to be passed on to succeeding generations of young people. It must also prepare youth for new situations in society and for new personal challenges. The task of selecting objectives either behavior or content, involves two critical questions - what ought to be experienced and what can be experienced. The responsibility for the determination of education objectives in a given institution or community rests with both the chosen representatives of society responsible for this task (school board members, legislators) and the professional educators and specialized personnel associated with the school system. While the legally constituted authorities with the aid of professionals determine the general character and broad policies, the professionals working directly with the community develop the specific school and pupil goals.

Primary sources of objectives are two-fold, studies and trends of contemporary society, and studies of learners. These are supplemented by drawing upon research findings, theoretical assumptions from relevant educational disciplines and the experience of specialists both in academic content and non-instructional areas of pupil need. Needless to say, learners themselves can and should be involved in the process of identification and development of educational objectives.

Looking at the philosophical aspects of educational development several assumptions are relevant. In the broader context, it is recognized that "schooling" is only one aspect of "education," and that the school does not automatically have its own essence since its properties reflect the values, patterns and needs of society. The school, of course, does have a special mission and place in society, as reflected in its relatively independent position in our governmental hierarchy. Although based on the principles of desirable social and cultural development, the scope and depth of the normative or value judgment function of education is not clearly identifiable. Similarly the nature or range of deliberate "inculturation" by the schools is not easily agreed upon. It seems apparent however, that regardless of semantics, teaching is only a part of education and that subject matter teaching is not only "telling," or presenting "truths" but transmitting to students as persons the meanings of society.

The aims of education embrace both individual development and social development, the former stressing personal effectiveness, integrity and decision making and the latter social usefulness, cooperation and cultural involvement. In terms of the individual, the need for both intellectual and personal (spiritual, character) growth experiences including societal relationships is accepted, with some philosophers clearly stating that development, sometimes called "shaping", of the will is more important than development of the intellect. The emphasis upon self development extending beyond intellectual development is predicated upon the assumption that rational man's decisions are based on value judgments which take into account both cognitive material as well as feelings and intuition. Furthermore, no evidence has shown that man has a distinct seat of intellect or organ of knowledge, but

rather functions as an organismic unit. Although not universally accepted, another aim of education embraces the goal for man of examining and developing normative judgments; i.e. what man should become. Such a position assumes that even rational or scientific discussion, or "value free" educational orientations postulate an implicit notion of man's nature and direction of growth.

As an overriding goal, the educational process seeks to point toward the development of "rational man," who through disciplined reason which reaches beyond time and culture, can attain a power of "rational self-transcendence" (Phenix). Rationality should be interpreted broadly as man's consciousness of his total self, including the fact that he has an "unconscious." This potential strengthened by vision and faith conceivably could lead man to a higher degree of universality, rising above the limitations of circumstance and history. To reach this goal of rational autonomy and formation of character, education should be conceived of as having interrelated intrinsic and extrinsic ends. Thus education is justified as an experiential process which is continually one of reorganizing, reconstructing and transforming experiences (Dewey). In this manner man is a product of, yet can influence his own culture, through an ever expanding range and accuracy of his perception of meanings.

Looking at the kinds of experiences that the educational process might include, a variety of emphases or foci are frequently cited by educational philosophies. In the broad category of personal qualities such traits as humility, ambition, love, courage and honesty are often found. Other worthwhile activities might stress sociability, aesthetics appreciation, or human sensitivity. In a somewhat broader perspective Benne has identified five

contributions philosophy can make in setting goals for man's educational development (a) expansion of consciousness, i.e. expanded self awareness in dimensions of value and meaning in relation to alternatives in human conduct, (b) settling of value conflicts, i.e. opportunity for the development of a valuational base in policy matters and in personal decisions, (c) refocusing the method of rationality, i.e. the formulation, testing and reconstruction of methods of inquiry into and evaluation of problems of society, (d) the release and focusing of dialogue, i.e. exchange between men of knowledge and others regarding the conflicts and policy issues of society, and (e) projecting images of potentiality for man, i.e. the development of models for man, that of an ideal self-realizing personality, for example.

2. Specific Aims of Elementary Education

In broad categories the school has four types of responsibility to the pupil. The first type is the traditional goal of adequate intellectual functioning, and cooperative achievement in an ever-changing social structure; the second deals with competency in the area of interpersonal relationships within the human environment; and the third the acquisition and application of skills in self expression, problem solving, and mastery of new situations for present educational and future vocational life. Finally, the school is obligated to help the child to acquire sufficient self knowledge and growth so that he becomes an increasingly self-reliant and creative member of society. Basically the child must be helped to become autonomous intellectually, capable of maintaining his self identity and able to accept and apply the value structures of his society. Thus, the school must help each child with personal meaning derived from close involvement with

the world, using his many sensory skills, to develop a comprehension of the pattern of life as a basis for his own self development. He must be helped to function as a human being with the school sharing this responsibility with the home and society in general.

Although the home and school have some common and many unique responsibilities with respect to child growth, perhaps the guidance aspect of education which emphasizes personal adequacies is one of the obligations of the educational domain. Certainly the strengthening of the child's ability to perceive reality, to master symbolic skills, and apply knowledge to environmental situations are elements needed for total personal growth in response to societal demands. Due to the close interrelationships between subjective and objective experiences at the elementary school level, where the self image and ego formation are in the formative stages, the nature of the child's experiences is highly significant. Specifically the way in which a child is taught or helped to perceive himself and his environment directly influence his self image which in turn conditions his creative interaction with his environment. Education must provide an experiential setting, which will maximize personal growth and strength as a requisite for learning power and imagination to interact comfortably with society.

The preventive and developmental character of these learning conditions should be emphasized. Recognizing that future cultures grow out of present circumstances, one task of education is to assist children to acquire the capacity for a humane and effective development of tomorrow's world. This need is accentuated by the apparent lessening influence of former guideposts to maturity and the obvious need for new and constructively relevant ways to reconcile mankind's needs with the demands of modern

society. To assume this type of responsibility, individuals must have, as Erikson states it, a firm sense of identity and a set of values consistent with the self, consonant with one's history, and justifiable as an object of commitment.

B. The Guidance Function in Elementary Education

1. Rationale in Terms of Pupil Development Needs

A rationale for the existence of a guidance function in education is concern for the individual. It can be assumed that various types of interruptions or inadequate motivation may influence the orderly educational or personal growth of the child through his elementary and adolescent years in school, reducing optimal development. Such situations may arise through normal developmental experiences as well as at critical decision points. These discontinuities arise when either educational or personal self expectations are not realized as anticipated, preventing an individual from moving ahead. Conditions bringing about barriers may be internal or environmental in origin (Moustakas). Internal sources of discomfort may be feelings of: (1) lack of freedom for self expression; (2) inability to make choices; or (3) doubts about responsibility or self acceptance. Environmental conditions which block development may be: (1) lack of recognition by others; (2) insufficient presence of successful adult contacts; or (3) inadequate availability of opportunities and resources for expanding one's perception of the world. The guidance function is designed to help students in anticipating and adapting to experiences which interrupt or fail to stimulate continued involvement in certain school or personal activities. The primary concern is to help children develop a series of coping behaviors, which, following one or more models of human effectiveness will enable them to respond successfully to their environmental demands.

An opportunity for better self understanding and greater personal adequacy through a distinct educational emphasis should be available to all pupils. This special focus is broadly developmental i.e. is both preventive and adaptive and may range from stress on cultural value judgments or problem solving behavior to the attainment of adequate personal - social development. The child needs to know that the environment is not losing him and to feel that he is not lost in the environment.

2. General Purposes

a. Ultimate

The purpose of the guidance function is to develop educational viewpoints, activities and processes which seek to give personal relevance to school experiences for both self needs and societal expectations, with the ultimate aim being the maximum development of human potential in the individual. The basic learning emphasis is upon experiences which are intrinsically rewarding and lead to an independent value structure or consistent philosophy of life, a vital factor in human effectiveness. These growth experiences should also recognize the individual as a social being seeking behavior patterns in keeping with his social system.

b. Intermediate

The guidance function in the elementary school, as a contributing emphasis in the development of the child, has certain relatively distinct and specific intermediate goals in terms of pupil outlook and behavior. These are as follows:

1. Helping children develop a sense of responsibility and self understanding which will permit them to react with confidence

to their academic and non-academic environment, and explore with personal security, the choices open to them.

2. Providing pupils with assistance in making decisions resolving personal concerns, and working toward more emotional maturity in facing and handling internal conflicts.

3. Helping to facilitate the social development of pupils, including not only interpersonal communication skills, but an appreciation for and an identification with the value judgments expected by society.

5. Helping pupils develop an understanding of the role of education, work and leisure time in an increasingly complex world.

c. Immediate

The immediate functions necessary to implement the intermediate and ultimate aim of the guidance function in education are specific types of educational activities provided by qualified professionals (teachers, counselors, others) which through philosophic orientation, service, or process center upon the following:

1. Securing, organizing and recording various types of information about pupils; applying the data in study and assistance of individual pupils.

2. Providing information, both on personal qualifications and on environmental opportunities to individuals (pupils, teachers, administrators) individually and in groups.

3. Assisting individuals (pupils, teachers, parents, administrators) individually and in groups with personal-social, educational, or vocational concerns.

4. Acceptance and application of principles of learning which have personal value and meaning for children within and beyond the classroom.

3. General Nature of the Guidance Function

a. Relationship to the Total School Program

The guidance function is an integral part of the total school program. While it can be seen as an aspect of formal instruction it is also implemented by non instructional personnel, such as counselors and

other pupil personnel specialists. The nature of the guidance function is such that it is coordinate with many activities, yet may at times be separate and independent. The educative focus of guidance is developmental i.e. available at all learning points in pupil growth. Its main thrust is provided by various circumstances and experiences which have both manipulative and releasing characteristics. In sequence, as a person centered emphasis in the educative process, guidance may be either anticipatory i.e. preventive, or corrective (problem centered), depending on specific pupil needs and school conditions.

While the primary emphasis is upon personal development this goal becomes more explicit in its concern for personal autonomy and identity. As aspects of personal growth the guidance function deals with a wide range of psychological processes such as motivation, cognition, affect, perception and attitudes. Guidance involves both rational and non-rational processes as the inner and outer worlds of the child are related. Such a relationship, the product of interacting experiences with school situations and people, calls for both a scientific or objective outlook as well as a subjective or artistic view of mankind.

b. In Terms of Pupil Experiences

With respect to the individual or the learner, the primary emphasis focus of the guidance function at the elementary school level is upon both intellectual and emotional growth experiences which lead to greater self understanding, personal development, and academic proficiency. These experiences should foster motivation and capacity for individual positive growth. Such total growth is based upon individualized education which strengthens the uniqueness of the child by releasing and enhancing

his native potential for reacting freely to the knowledge and experiences transmitted by his environment. Freedom to interact openly with his total life surroundings can result in his own individualistic (1) translation and interpretation of reality, (2) interaction with others, (3) expression of self, (4) use of learning processes to master and extend the knowledge of his culture, and (5) influence upon his culture.

c. In Terms of School Learnings

In characterizing the specific nature of the guidance function, several elements can be tentatively identified. It should be stated initially, however, that the guidance function in the school appears to be more of a type of emphasis or dimension of the educational process than a distinct, separate procedure or goal. Such an emphasis is both an integral part as well as coordinate with the educational process. It is possible to more explicitly describe the guidance function as being composed of "personal adequacy learnings," having certain characteristic features. The basic construct is one of degree or emphasis on several selected components among those comprising the total educational process. Personal adequacy learnings or personalized learnings are those which permit maximal (1) emotional or expressive involvement, (2) development of intrinsically rewarding experiences (capable of assimilation into self picture), (3) release of personal concerns and (4) discussion of content material unique to the child; i.e. value judgments, personal decisions and plans. Although not mutually exclusive, these emphases in combination tend to add personal meaning to educational experiences of children.

d. Academic (Intellectual) and Guidance Experiences in the Educative Process

Although guidance experiences and academic (formalized, intellectual learnings) instruction should have a great deal in common, such as diagnosis of student needs, provision of experiences for adjustive behavior and evaluation of behavioral outcomes, some differences can be tentatively identified. Essentially, the differences are on a "polarity scale" and seem to have varying emphases. Formalized teaching differs in emphasis from guidance oriented experiences in five areas. These areas, each of which can be viewed as a continuum are: (1) subject matter (kind of problem or content of experience) decisions, value judgments in contrast to facts, communication skills; (2) goals (focus of attention or primary allegiance), societal adaptation in contrast to adjustment to individual value standards; (3) nature of learning process, i.e. externally controlled emphasis in contrast to internally controlled emphasis learning; (4) sources of content material, i.e. societal expectations or standards in contrast to individual psycho-social needs; and (5) minimum in contrast to maximum self direction and personal involvement. In reality, a clear dichotomy between guidance experiences and didactic instruction is impossible since many pupil assistance and teaching activities contain elements of both functions, i.e. a teaching relationship includes opportunity for guidance experiences.

II. Implementation of the Guidance Function in Elementary Education: Processes and Strategies

A. Bases for a Unique Approach to Guidance in the Elementary School

Although conceptually guidance may have common elements at all educational levels, operational differences do exist, particularly at the elementary school level. These differences can be grouped into three

categories: (1) organizational features, (2) needs and characteristics of pupils, and (3) nature of educational experiences.

Organizationally and traditionally the elementary school has a somewhat different social context from other school units. The notion of community relationships, parent contacts, and neighborhood involvement are inherent in the elementary school structure as it is responsive to a particular community's needs. Due to this condition, the personnel and administrative policies derive from local circumstances and are sometimes more restrictive in nature, with limited area resources and broader functions for certain educators. These same factors affect the curriculum designs in that flexible learning sequences are often limited and fewer outside curriculum aids are available in the form of materials, individuals or experiences. These conditions do not exist in all schools, however.

The needs of pupils, developmentally, vary from this educational level to the upper years or senior high school. While going through physical and social growth changes, the child is also experiencing initial external contacts from home to peer social groups, from limited physcial control to games and work requiring skills, and from fantasy thinking into adult-like concepts of communication, ideas and symbols. Personality wise, pupils are more naive, enthusiastic and impressionable, with the individual's needs centering upon the constructs of trust, autonomy, initiative, and industry. Home relationships both physically and emotionally are much closer than at subsequent educational levels. Meeting pupil needs for self acceptance, self understanding, and for security in decision making is a responsibility shared by teachers and specialists.

The nature of the educational experiences varies too, from other educational levels. To a greater degree than in secondary schools, the committment to subject matter proficiency seems to contradict a secondary purpose, that of meeting personal-social needs of pupils. Frequently these goals and viewpoints are incompatible. Other difficulties arise when the instructional program does not appear to actually meet the wide range of individual pupil needs. Such conditions as the grade placement of subject matter, the pace of teaching and learning, concepts of success and failure, grouping practices, and the role of the teacher are unresolved issues. The importance of knowing and helping children is easily lost in a daily schedule which stresses heavy blocks of knowledge and passive learning methods.

The broader responsibilities of the elementary school, to meet personal-social needs of pupils beyond the traditional content areas, call for clearly specified goals and commensurate curriculum patterns. In terms of multiple objectives the elementary school of the future must recognize pupil goals which deal with (1) intellectual functioning, (2) interpersonal relationships, (3) awareness and capacity for self expression and meeting new situations and (4) the child's use of self knowledge in differentiation, growth and reality testing. Current emphases in elementary education stress competency, both intellectual and personal. Intellectual competency is reflected in an intrinsic curiosity which leads to personalized meaningful application of knowledge of life situations. Personal competency includes the development of an adequate self concept as a basis for self acceptance as a worthy human being.

Essentially, the implementation of the guidance aspect of education at the elementary school level must be an integral part of instructional experiences supported by whatever supplementary contacts that can be built into a relatively decentralized and autonomous organizational unit. Therefore, the provision of guidance hinges not only on the philosophical issues of priority of pupil needs, but the realistic problem of management, space, and time to provide such emphases in the total curriculum. Inherent in this problem too is the question of competency, facilities and opportunity of classroom teachers in relation to varying school and community resources in the form of special personnel with different skills and supportive assistance.

B. Specific Aims of the Guidance Function in Elementary Education

1. Release and Development of Human Potential

The overriding responsibility of the school to the pupil is the provision of opportunities for experiences which collectively will free the child for an increasingly active and adequate involvement in the world. Human potential is released and enhanced through a variety of human contacts, approaches, and settings both through and beyond classroom experiences. Even within the classroom t e subject matter and the quality of the teacher-pupil relationships are contributing factors. Since the guidance function in education utilizes these means and stresses experiences leading to personal adequacy, this emphasis in the educative process can certainly assist pupils in both self discovery and development of their potentials.

The two phases of potential release, discovery and development, are worth noting. Discovery, which can pertain to self as well as to

environment, is the product of several conditions, all of which can contribute to this dimension of pupil behavior. Self revealing, through pupil and teacher response, is one aspect of self discovery. Such elements as an atmosphere of acceptance and worth, opportunity for pupils to participate in and freely interpret environmental interactions, and activities which broaden pupils' perceptual field through sharing, help in this process. Important too is the learning experience associated with a positive attitude toward making and correcting mistakes. Children should be helped to understand that even failure, when improved upon can be a good learning experience. An often neglected influence also is the teacher's willingness to be self revealing in her relationships with pupils. As teachers show openness, so will children become more comfortable in sharing feelings.

Self discovery results from the right to make choices (and mistakes), teacher-pupil cooperation in developing pupil expectations, the chance for useful peer interactions, and the opportunity for finding helpful personal meaning in school experiences. After the discovery of human potential by pupil or teacher, the responsibility for development rests clearly with the school, supported by family influence. This is enchanced by the pupil making successful environmental contacts through questioning, relating, organizing, and integrating his life with the world, its ideas and people. Essentially, as Biber points out, the total school learning experience integrating intellectual and affective processes is seen in the context of four educational goals and their associated emotional processes: increased sensitivity, discovery, mastery, and synthesis of subjective and objective worlds in the child's re-expression of his encounters with life.

2. Attainment of a Healthy Personality

Recognizing that the guidance aspect of education places heavy stress on psychological well being as one component of personal adequacy or competency, a brief statement of the goals for a healthy personality is relevant. As Biber has indicated, an examination of the position of educational philosophers within the humanistic tradition reveals certain implicit aims for education which are reflected in specific personality characteristics:

1. Positive feeling toward the self: sense of safety, competence, mastery; enjoyment of one's own powers as a sensing, feeling, thinking being; expectation that one's own capacities will find approximate fulfillment.

2. Realistic perception of self and others: differentiated knowledge of self available to scope and content of wishes and ambitions; capacity to see others in terms of their motivations, opinions, and conditioning life circumstances.

3. Relatedness to people: capacity to relate to others as individuals relatively free from group stereotyping; to develop and sustain relations of depth and warmth; to find a balanced, flexible way of interacting (join ideas, activities, etc.) with others while sustaining the core of one's own individuality (opinion, style, values, etc.).

4. Relatedness to environment: pssitive motivated connectedness with the contemporary world of processes and ideas; ability and drive to exercise capacities and skills in effective, responsibie functioning; capacity to expand orbits of identification beyond realm of personal encounter.

5. Independence: freedom to undertake independent thinking, judging, acting; freedom from compulsion to submit or conform; adaptation governed by objective evaluation of situational demands and ultimate individual goals; capacity to accept position of dependence (take help) where insufficient knowledge, experience, or strength dictates it; balance between adaptation and need to sustain individual autonomy.

6. Curiosity and creativity: a sustained and deepened curiosity; drive to penetrate the unknown and to engage in directed search for resolution; to keep imaginative processes in vital condition and to be

able to transform these into productive, creative reorganization of experience.

7. Recovery and coping strength: capacity to regain equilibrium in the face of trauma, frustration, and crisis; to corral and integrate available strength in the face of challenge and obstacle.

C. Developmental Learning Experiences and the Guidance Function

The place of learning principles in applying strategies for releasing and developing human potential and for adequate personality emergence can be assumed. Even though certain principles of learning are particularly applicable to the implementation of the guidance phase of the educative process, the explicit goals may not be clearly identifiable. This condition reflects the fact that broad goals in the learning process are a philosophical issue, and are not easily agreed upon. However, even though the broad goals may not be conceptually translated into explicit objectives, certain values, processes and criteria are seemingly advocated by schools and are reflected in programs and activities designed by school personnel. This situation is evidenced by the practice of examining the effectiveness of a school's program both internally and externally, by the criterion of group consensus on the implicit learning goals and criteria of the specific school.

Nevertheless several basic assumptions about the learning process of particular relevance to the elementary school and its responsibility for guidance may be stated:

1. The aims of the learning process must include experiences which through active involvement of the child result in greater ego strength and positive feelings toward self and others.

2. The school can contribute to personal development through a variable program of activities, both content and method, that recognizes the capacities, interests and motivation of pupils by (Biber):

a. increasing the range and depth of children's sensitivity to the world around them;

b. supporting the elaboration and integration of cognitive experiences;

c. providing opportunity for discovery and for the synthesis of subjective and objective meaning;

d. nurturing communication.

3. The teacher-child relationship, a chief avenue for the facilitation of school learning, can contribute to development of positive feelings toward self and others, to strengthening the potential for interpersonal relationships, and to increasing the flexibility of the adaptive process by (Biber):

   a. establishing a mutual relationship between teachers and children;

   b. sustaining a supporting role which offers pupils emotional and academic aid;

   c. building functional controls.

4. The sequence,character and elements of learning experiences are essentially individual and do not lend themselves to clear-cut common patterns or content which are "best" or "right."

5. Explicit goals for the direction of teaching and learning, including the guidance emphasis, are difficult to reduce to specific behavioral objectives for groups of children.

6. The teacher and guidance person have only limited control of what is learned in the classroom or personel encounter.

7. Every learning experience includes both skills and content material as well as qualitative aspects related to self feeling, perceptions of others and personal assessment.

8. A major potential for positive growth lies in the interaction of experiences which mutually support the cognitive and affective modes of assimilating and responding to environmental influences.

9. If emotional processes are to be used in the learning experience, the school must seek pupil self awareness not only through the structure and function of the educational milieu but more significantly through personalities who can enact balanced roles of support, control, and stimulation. (Biber)

10. School learning experiences, to be maximally effective with pupils must reflect a unity, consistency and emphasis among various school personnel and from developmental stage to developmental stage of the child.

11. Learning opportunities for elementary school pupils must take into account the variable conflict between internal motives and external demands on pupils, as well as occasions on which personal operational strategies of pupils are interrupted by environmental restrictions, resulting in the need for outside intervention or assistance.

12. Since behavior is influenced by his perception of life and of his environment, a vital aspect of any child's learning experience is the opportunity for perceptual change or change in personal meaning.

13. The content and process of the learning experience must be constantly modified to adequately respond to the child's changing pattern of needs.

D. Guidance Strategies

1. Operational Settings

In applying the concept and strategies of guidance to the elementary school, three broad operational settings can be identified: (1) as a component of instruction; (2) as a function beyond formal instruction, within the school, and (3) as a community centered program. While these are not mutually exclusive, they do represent three different bases from which guidance activities can be developed. This assumption implies that while more than one avenue is feasible for implementing the guidance aspect of the educative process, the task of coordinating and unifying these approaches is very necessary.

A brief review of the possible applications of the guidance idea through the instructional process may be relevant since instruction is inseparable from guidance (ASCD, 1955). The primary aim in implementing the guidance function through instruction involves (1) reducing the threat to the learner and at the same time regarding the individual as unique, worthy,

and respected and (2) providing an atmosphere which is conducive to free exploration of the materials and resources available to the individual in the light of his own interests and personality, i.e. freedom to will to know. (Moustakas, 1956). Because the personality of these (administrators, counselors, teachers) who have the responsibility for helping children to learn is a significant factor in the learning process, the beliefs and characteristics of these individuals must be considered. A fundamental viewpoint of those seeking to incorporate the guidance function in instruction is a humanitarian attitude based upon faith in mankind, interest and trust in others, a flexible philosophy of personal and social life, and a relatively deep rooted understanding and acceptance of oneself. (Raebeck, 1961). In applying the guidance concept to instruction, the teacher (or counselor, or administrator) is sensitive to the subtleties of the personal relationship in the teacher-pupil interaction, as well as to his own needs for self fulfillment through the self expression and self awareness of his pupils. To free others to learn the guidance-oriented teacher tends to be non-authoritarian in approach and open to new experiences related to his own needs and defenses. It is recognized, however, that different styles of teaching with varying degrees of openness may still work with some types of situations or pupils.

In methodology and procedure, the guidance aspects of instruction emphasize the individualization of the learning process. Individualization in learning results from interaction which involves the teacher as a person and the pupil as a person. The teacher seeks to develop a positive attitude or climate which recognizes feelings of worth and status, accepts differences among individuals, respects learning, and

encourages discovery of self disclosure and exploration. Specific classroom measures associated with a guidance approach include teacher attention to pupil clues, responding to clues in a timely sensitive manner, appraisal of pupil needs, and encouragement of continuous and self perpetrating interaction (ASCD, 1964).

Beyond instruction, the guidance aspect of the educative process is seen as an extension of classroom based pupil learning augmented through special personnel whose time, special training, facilities and resources offer supportive assistance not otherwise available. Thus, operationally the work of the teacher is augmented and reinforced by supplementary experiences for those pupils whom she cannot immediately assist. The chief justification for extra-instructional approaches to carrying out the guidance aspect lies in (1) the teacher's preoccupation with the primary emphasis upon what are largely cognitively oriented culturally demanded experiences and (2) the lack of time, special training and facilities for providing some pupils with sustained one to one (or group) contacts in the form of counseling, centering upon personal, social, educational or vocational concerns. Many other factors such as large classes, social pressures, personal orientation of the teacher, and inadequate physical facilities for counseling, contribute to the need for special personnel in elementary schools on a realistic formula or ratio basis.

In the community, many resources are potentially available to strengthen the guidance influence of school personnel. Realistically, until a broader approach, using the team concept with a variety of professional and para professional personnel is initiated, the guidance

aspect of education will be only partially implemented. Not only are school resources inadequate, but their use assumes that the children's needs are best met in a formal school environment. Many approaches coordinating a variety of helping individuals at different professional levels may have a greater impact on a larger number of elementary children than is now physically possible. Among the designs implied is the notion that home contacts, parent groups, and community-sponsored guidance centers can increasingly be used as functional ways to supplement the school's effort.

2. Sources of Personnel

Potentially everyone wtth whom the child is in contact is conceivably a guidance influence. However, the teacher, school specialists (counselors, school psychologists, school social workers) and community resource personnel have a professional responsibility for implementing the guidance function in education.

Although the teacher's major concern is normally education for basic skills and creative application of subject matter knowledge, the human interaction element and the valuing process inherent in the teaching relationship make it impossible for her to avoid some responsibility for the guidance aspect of education. Since she cannot separate specific intellectual pupil needs, such as communication or language competency, from personal concerns or meanings, she must accept the child as a unit. With the pupil's life pattern reflected in all classroom activities, involvement with personal adequacy learnings is concomitant with formalized emphasis upon intellectual exploration and growth. Another factor supporting the classroom teacher's guidance role is that, perhaps in spite of her alleged limited professional skill with guidance-oriented pupil concerns, children

see in her behavior both formal and informal, constant examples of value judgments, handling of emotions, and ways of resolving personal decisions. Traditionally, in our society the teacher is seen as a model of acceptable conduct.

School resource personnel who clearly have more direct responsibility for implementing the guidance function are pupil personnel specialists, such as school psychologists, school social workers and counselors. The specific functions of these professionals vary with their personal philosophy, the occupational conditions, their training orientation, and the social philosophy of the appropriate basic discipline. However, it appears that in terms of current practice while all of these areas assume some part of the broad guidance emphasis in education, the school counselor has a more prominent and clearly discernible role. Fundamentally, the other two personnel specialists seem to be more restrictively identified with disciplines less directly concerned with general procedure for influencing the child's total development, within and beyond the school setting. For example, the school psychologist in many instances tends to place more stress on the diagnostic function and on removing educational deficiencies while the school social worker focuses on home-school relationships and welfare-based pupil concerns. It is conceivable, however, that the future orientations of these helping professions may find a greater commonality with the school counselor.

A third source of personnel, useful as resource aids in carrying out the guidance function, are community social agencies--medical, psychiatric and psychological professionals, as well as parent or community groups. While these individuals probably do not consider

themselves educators or guidance workers in the formal sense, their pupil-welfare relations and the services they provide are clearly supportive to the guidance efforts of the schools. They can function not only as in depth resource talent to strengthen the school guidance personnel for referral purposes, but are invaluable as cooperative units for case conferences, in-service education and community leadership in mental health areas. Not only must the school-based pupil personnel staff frequently call upon community resource agencies for assistance, but they must be aware that the school's facilities are generally inadequate for reaching all children who need special attention. Likewise, no evidence exists to date to confirm the fact that either a school or community contact, alone, is more (or less) effective than a more broadly conceived school and community team approach. The school's responsibility as a social force may well be strengthened by a greater involvement with the goals and combined strategies of various community resources--parents, professionals, and organized groups.

3. Program Designs and Principles

The approach used in implementing the guidance function for an elementary school depends on several factors. The basic philosophy of the faculty, the qualifications of available personnel, the state of readiness of the faculty and the needs of the pupil are all important elements. Different approaches suggest that some educators would prefer a series of practices which are based on an actuarial or classification system and assume that as social agents, teachers and counselors have an obligation to assign the pupil to kinds of environmental situations which induce

behavior change. In opposition to this position another approach relies upon a more personalized philosophy which through various releasing experiences frees the child to make significant decisions. Between the two types of structuring is found a combination which is developmental in nature. This third position emphasizes the uniqueness of the individual who has freedom within limits to become more self understanding and responsible to a constantly changing social structure. Assistance and special help is available at all learning points as the child seeks maturity in his environmental relationships.

Local conditions, as well as faculty viewpoints are a prerequisite to programming for guidance activities. Until a faculty and administration have identified a philosophical orientation, have studied pupils' and teachers' needs, and have surveyed realistic services desired from counselors and other personnel, a genuine state of readiness does not exist. Concurrent with these moves is a series of studies dealing with long range objectives and short term goals, set up in terms of pupil behaviors. A third step following in rational order is the development of a pattern of activities of program design which implements the short term goals through formal instructional means and through extra-instructional efforts. Such plans should emphasize that the guidance function is an integral part of all instructional activity, but also coordinate with teaching relationships. Both the resources of classroom teachers and coordinate personnel such as counselors are necessary to provide the wide range of pupil helping assistance the typical elementary school requires.

Several basic principles are pertinent to the development of programs to implement the guidance function in the elementary school. The

involvement of the school faculty, administration, and parents as well as other personnel specialists is important. There is something to be said too for the contribution of upper grade pupils in program planning. As designs for guidance activities are prepared, consideration should be given to setting goals which can be used in the evaluation process at both intermediate and long range points. The goals chosen ought to reflect need priorities among faculty and pupils. The various avenues or media for carrying out the guidance approach adapted should be considered. For example certain activities are more appropriate for instructional or formal curriculum settings while others lend themselves to extra instructional contacts. Similarly, provision should be made for both group and individual assistance with both pupils and teachers. Naturally the financial and personnel resources will be factors in the quality of services since these elements directly affect the ratio of guidance personnel to faculty and pupils. As the program evolves the use of an advisory committee as well as a leadership person may make coordination of efforts easier. Such a device will permit innovative procedures and unique approaches to be developed; these are highly important in the elementary school since the lack of traditional structure offers such a rich opportunity for imaginative guidance efforts.

E. Individuals Having Guidance Process Responsibilities

1. Counselors

The broad professional responsibilities of the elementary school counselor are best described in a tentative document developed jointly by the Association for Counselor Education and Supervision and The American School Counselor Association, two prominent divisions of

the American Personnel and Guidance Association:

A . Participating in creating an environment conducive to learning and growth for all children by:

1. Helping members of the school staff to understand the effect of their behavior on children, the interaction between the child and adults and the importance of this interaction in the development of the child's self-concept and relationship with his peers.

2. Being a member of the group considering innovations in the school program, pointing out the psychological effects of such changes on the child.

3. Planning with the teacher ways to foster acceptance and valuing of individual differences in addition to academic achievement.

4. Maintaining a constant interest in the needs of the individual and the welfare of the pupil population while interacting with other staff members, equally concerned about the individual pupil but with additional responsibilities and different preparation and background.

5. Providing and interpreting significant research data about the developmental needs of all children and the relation of these needs to the learning process.

6. Maintaining a constant emphasis on the need for continuing evaluation of the school's effort to meet individual pupil needs.

B. Helping parents to understand the developmental needs of all pupils and working with parents to meet the individual needs of their own children in the school situation by:

1. Providing and interpreting information about the developmental needs of all children; helping parents to continue growth in understanding of behavior which is to be expected at different ages, of problems which are part of normal growth, of crises which may be expected in the process of growing up in home and school, and of ways of helping the child meet these concerns.

2. Providing and interpreting information about the uniqueness of each child; helping parents to develop further understanding of behavior which is unique and acceptable for one child and of the parent's natural concern for his own child.

3. Interpreting for parents the meaning of the school program, helping them to understand what the school is trying to do for their child, and determining the extent to which follow-up of the school's efforts is being made at home.

4. Counseling with individual parents and groups of parents in meeting specific needs.

5. Serving as a consultant and providing counseling when the need is indicated for individual parents and groups of parents:

   a. in exploring new ways of helping a child

   b. in developing an understanding of the factors affecting children in the parent-child relationship

   c. in providing increased understanding of a child's potential, motivation, and unmet needs

   d. in providing an opportunity for parents to express their own feelings about the child and the school

6. Providing information about the school and community resources available to the parents and child and helping the parent to use these resources as needed.

C. Helping the individual child to grow in self understanding and in positive maximum use of his potential by:

   1. Consulting with the teacher and other staff members about individual pupil needs, with priority given to pre-school and primary grade children.

   2. Mobilizing and coordinating the resources of the school for the development of the individual.

   3. Observing and studying pupil behavior in the classroom and other school situations.

   4. Counseling with individual pupils and groups of pupils when this process is selected as the most effective way of helping the child at a particular time.

   5. Maintaining a continuing relationship with children in the regular school program beginning with the pre-school conference so crises intervention is possible when needed.

6. Consulting with the teachers and other staff members in exploring new ways of helping a child.

7. Participating in changing the environment for the child when this is the best solution for the welfare of the child; initiating this change if necessary.

8. Interpreting findings of research in relation to the child's awareness and acceptance of himself.

9. Identifying and facilitating referral of children with serious problems to other school or community services; serving as case manager, coordinating information from many sources, preparing case material for use by appropriate persons or agencies, providing liason with these persons or agencies as the case develops.

10. Initiating efforts to provide needed referral services when these services are not available; participating with the teacher in dealing with the problem until the service can be provided.

11. Consulting with the teacher to determine the effect of the services of other persons on the child's learning and behavior in the classroom.

D. Participating in curriculum development and change by:

1. Interpreting the emotional effect of curricular experiences and materials on the child's concept of himself and on his relationships with others.

2. Sharing in the development of materials which are sensitive to the needs of children of varying interests and which help children develop realistic concepts of themselves and their environment.

3. Planning with teachers ways by which young children may approach an understanding of the world of work and may become aware of and develop their own strengths in dealing with people, ideas, and things.

4. Initiating change in the curriculum when appropriate for the welfare of the child.

In the narrower concept of his role the elementary school counselor provides counseling services on an individual or group basis, cooperative assistance to teachers and coordination for the school guidance

efforts. The task of assisting teachers, sometimes called consultation, is seen as helping teachers mobilize their resources for more effective work with pupils. The coordinative responsibilities of the counselor involves a leadership function in organizing and developing a plan of activity to implement the guidance function for the total school. This process includes establishing working relationships with parents, other school personnel and community resource agencies which provide auxiliary services.

The goals of the counseling process in the elementary school, while not easily circumscribed by particular areas of pupil concern appear to focus on four types of problems: (1) self understanding and awareness, (2) social acceptance and identification, (3) academic integration and success, and (4) career orientation and values. In terms of content goals, the purposes of elementary school counseling seem to be compatible with counseling at other educational levels i.e. increased accuracy of self perception, more accurate environmental perception and greater congruity between self and environmental perceptions. Process or outcome goals include both immediate and long-range objectives. The former stresses current client understanding and happiness while the latter emphasizes future growth and development in relation to personal objective resources. In the elementary school, the primary content goal appears to be provision of an atmosphere which is conducive to the free exploration of the materials and resources available to the individual in the light of his own abilities, interests, and personality, i.e. the freedom to will to know: phrased differently, it is freeing the life process for its own most adequate fulfillment; for elementary pupils the long-range process (outcome) goal

is one of replacing adult and external purposes with internalized human values.

The professional skills of the elementary school counselor, while based on a sound comprehension of the school as a social system, and the dynamics of individual behavior must center upon a repertoire which permits an accurate assessment of pupil needs and characteristics and a range of assistance measures for bringing about suitable behavior changes. As related to the personality of the counselor, the ability to listen and identify meaningful pupil cues with affective features is one of the most important qualities. Responding in a manner which permits frank review of the pupil's action but clearly reveals acceptance of the child as a person complements the listening skill of the counselor.

The process of developing a helping relationship with an elementary school child rests upon several basic assumptions, accepts certain aims, and relies upon a variety of procedures. Beyond the problem areas cited earlier that serve as a classification for children's concerns, certain fundamental needs are also postulated. Most psychologists agree that children have needs for belonging, for close and physical contact, for achievement, for communication, and for freedom with limits. It can also be assumed that each child is engaged in a search for himself and ways to live authentically in the world.

The immediate aims of the elementary school counseling interaction can be globally stated as (1) to free the child's potential to react freely and individually with his environmental experiences (Raeback) and (2) to utilize personal expression in assisting the child to recognize, express, actualize, and experience his own uniqueness (Moustakas), or

assist in the development of preconscious processes (Kubie). The objective of the helping person is to assist the child in the process of learning more adequate self perceptions by helping him in the interpretation of his experiences so that his own intrinsic nature is given creative individual expression. The basic element is a personal relationship, which rather than depending on manipulation or objective behavior analysis and accountability, fosters an atmosphere of self exploration and results in meaningful self enhancing experiences related to attitudes, values, and beliefs.

The procedures accompanying an effective counseling exchange with an elementary school child center upon attempts to see what an experience means to the child in relation to his own self perception. Based on the assumption that learning is a result of change in personal meaning, the chief approach must involve an atmosphere in which the child feels free not only to examine the significance of his own experiences but is given the opportunity to choose new responses and thus reorganize his experiences, voluntarily. Since the psychological climate is the chief medium for behavior change, specific procedures are less important than the orientation and interaction skills of the helping person. The entire process must focus on human involvement, based on a one to one intrinsic experience which is largely affective, internally derived, and maximally expressive for the child. Thus, the variety of human responses which can produce this type of setting is almost limitless; however, the acceptance, warmth, and openness to awareness on the part of the counselor are vital components. Certainly, a teacher or counselor must be critically alert to his own psychological defenses as well as the extent of his willingness to let others be themselves if he hopes to establish a climate in which a child can feel accepted, understood, and free to explore life.

Although both research and practice are necessary to confirm the distinctive value of particular procedures uniquely applicable to elementary school counseling, several such operational approaches can be tentatively suggested. A basic advantage often accruing to the elementary school counseling situation is the stimulus of an opportunity open to those fortunate elementary pupils who find themselves the center of a one to one encounter with a helping individual. Other, more limiting differences also distinguish elementary counseling efforts. Because of the subtleties of the communication process, greater reliance on non-verbal cues and counselor structure may be necessary. Too, the ambiguity of the relationship with variable tempo, affect and content may require greater flexibility and sensitivity on the part of the counselor. Specific techniques, such as play materials or other media, may be useful as energy occupiers as the child verbalizes his concerns in a free expression situation. Initially, because of the naivete of the counselee, more oblique or indirect overtures may be useful in opening conversational avenues. Since the amount of affective material may exceed that for higher educational levels, the corresponding reflection of feeling may require greater symbolization or interpretation due to the limited vocabulary of the clients. Finally, the assessment of outcomes, while they may be move obvious in some instances, are likely to demand more developmental data and research efforts than with cases where educational or vocational decisions furnish some evaluative evidence.

2. Teachers

The guidance function as an element in the instructional process is ever present in the teachers' relationships with pupils. Teacher contacts

emphasize guidance in both subject matter or content and in the human interaction phase of pupil-teacher exchanges. Both approaches are closely interrelated and independently important.

In formal instruction the subject matter is the primary vehicle or avenue for acquainting knowledge, along with skill in relating to society. In informal pupil-teacher contacts, the subject matter or content may center upon decisions, personal concerns or value judgments emanating from the psycho-social experiences of pupils themselves. In either case, the human interaction element or the one to one (or one to group) relationship factor is the major determinant as to the quality and depth of the total learning experience. Current models for effective pupil-teacher exchanges recognize that the relationship is the medium rather than the content of learning. While some earlier teacher-child relations were characterized by a behavior model concept, a more recent position is identified with a mediation model. The former (behavior) model tended to stress corrective elements in pupil growth and a more formal, status figure as the teacher, while the latter is characterized by a more informal accepting atmosphere with a sensitive, non-exploitative learning agent, or partner.

Illustrative of ways teachers and others can deal with content material while at the same time employ the medium of human interaction in school learning is the list of approaches suggested by the Yearbook Committee of the Association for Supervision and Curriculum Development (ASCD, 1964):

Observing and listening to learners with increased care and concern;

Becoming more sensitive to clues which indicate how teachers can help;

Achieving openness in pupil-teacher relationships, to permit improved response and interaction;

Helping learners toward the objective of personal relevance and, as practiced by supervisors and administrators, helping teachers to the twin objectives of personal and professional relevance;

Recognizing and accepting different ways of responding, according to learners' individualized styles and needs;

Stimulating creation and re-creation of a self-image that encourages further development;

Taking directly into account the presence of such barriers as alienation, cultural pluralism, and unconscionable pressures;

Questioning, probing and responding in ways that lead learners to assume responsibility;

Standing aside judiciously to let the learner discover and exercise his own resources;

Shifting one's vantage point for viewing learners in action;

Placing learners in varying roles;

Making development of the learner the chief goal in teaching subject matter;

Achieving free affective response and seeing its relevance to intellectual development;

Helping learners find order, pattern and meaning in phenomena;

Establishing a school environment that encourages teachers to be empathetic and helpful to learners and to each other;

Achieving free and constructive communication with learners;

Respecting experimentation and supporting experimenters in both their failures and their successes;

Helping learners sense the living dynamic of man's creations, as revealed by history and the current scene;

Clearing the way, by whatever means, for stretching learners' minds and abilities in creative, self-fulfilling endeavor.

3. Parents

The guidance function in the school needs support from various school and community personnel but is much more effective with parent involvement. Although most parents are not professionally prepared as counselors their influence and control over the home environment does much to either augment or negate the helping role of the school. Similarly parents can gain from close relationships with school personnel where common concerns for pupil welfare are a mutual responsibility.

In the elementary school the counselor can take direct advantage of parent contacts for several purposes. As case conferences are scheduled, parents can assist in supplying data or in actual participation in such conferences. The value of home visits and data obtained from parent interviews as a basis for pupil appraisal and assistance is recognized. In developing plans of action to cooperatively help children with educational or personal concerns the support of the home is imperative if maximum benefits are to be derived from efforts. Certainly parents are necessary not only to identify learning points where developmental decisions are faced by pupils but to assist school counselors in determining the success of mutual efforts to change children's behavior. Teachers and counselors often need the moral support of parents in various helping situations at school.

In their own right parents have much to gain from close cooperation with school counseling personnel. As they seek to confirm their own suppositions regarding child needs or behavior patterns the school can be of inestimable value. The objectivity and longitudinal characteristics of the school setting offer distinct advantages over

naturally biased parent analysis of pupil needs and tendencies. In the more specialized area of pupil achievement or intellectual potential the knowledge of behavior assessment of the counselor provides information and interpretation of pupil characteristics not available to parents. Due to the school setting, with its standards of conduct and academic performance, strengthened by the professional relationships of teachers and counselors with pupils the school has a unique opportunity for controlled behavior change in pupils. This can not only supplement parent plans for change in attitude or work efforts of pupils, but it can often provide a more stimulating environment for learning. Parents can learn a great deal about child development and growth patterns from observation and participation in school programs.

Perhaps the most crucial role played by parents in implementing the guidance function in the elementary school is through participation in parent-counselor (or teacher) conferences. There are several unique values to be derived from successful parent conferences. One advantage of the parent conference is the chance for those most closely involved with a child to mutually review his progress and make plans for continued improvement. A morale element is the significant factor of helping the parents to realize that the school has a sincere interest in their child. A subtle asset is the opportunity through interaction in the conference to emphasize certain aspects or emphases in the child's growth that cannot be stressed through written reports or standardized forms. Not to be overlooked is the very vital meaning a parent conference, either at home or school, can have for teacher understanding of the child's home situation. Finally, the very fact of two parties getting together for a common purpose can be a decided factor in improved communication, more accurate perception and cooperative action for pupil needs.

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